

UNITED STATES DEPARTMENT OF AGRICULTURE

Extension Service

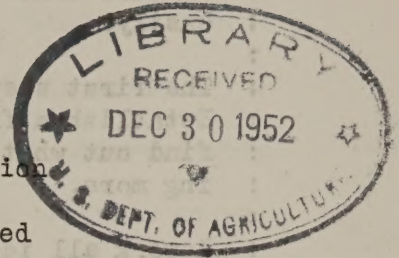
Washington 25, D. C.

JOB INSTRUCTION TRAINING 1/

Summary of the 2-Hour Appreciation Session

Prepared for those who have participated  
in the 10-hour course

For the personal use of



:  
: The appreciation session of JIT is a complete de- :  
: scription and demonstration of correct instruction. :  
: Those who hear and see this demonstration should :  
: have a clear idea of how to teach a man to do a job. :  
: Those who have participated in the 10-hour course :  
: have had an additional chance to practice and use :  
: the method on a job of their own. The JIT institute :  
: provides training in how to conduct a 10-hour course. :  
: This summary is for the use of those who have had :  
: only the 10-hour course, but who wish to explain :  
: correct instruction to others. :  
:

Outline for a 2-Hour JIT Appreciation Session

Introduction - What is job instruction, its

origin, use and application to this

particular group.

Demonstration of poor and good instruction -

using fire underwriter's knot.

Four steps in good instruction.

Job breakdowns - selecting the steps and key

points that must be taught if the  
worker is to learn.

Application of correct instruction to a job  
familiar to the group.

## THE INTRODUCTION

: Be sure that the group is arranged so that they can see and hear :  
: easily. :  
: :  
: The first step in correct instruction is to prepare the worker. :  
: Establish a friendly attitude, tell him what you are going to do, :  
: find out what he knows about it, and get him interested in learn- :  
: ing more. :  
: :  
: Rework all ideas into your own words using personal and local :  
: illustrations but try to include the following: :  
:

1. Job instruction training is: How to get a man to do  
a job - correctly, quickly, conscientiously.

2. For World War II we had to produce overnight what it  
had taken the Axis 10 years to make. Millions of new  
workers had to be trained and there was no time to lose,  
no material to spoil, no people to get hurt.

So the principles of job instruction first developed and used during  
World War I by various industrial companies were loaned to the War  
Manpower Commission. The present condensed training plan was worked  
out by training leaders in industry and vocational education. Although  
developed primarily for industry it has equal application to training  
people for other kinds of jobs.

: Supply illustrations to fit the interests of the group. :  
:

Job instruction training is not revolutionary. Even its originators  
define it as just organized common sense. It merely takes the things  
most anyone knows and organizes them so that we won't forget or over-  
look them. It forces us, the trainer, to look at the job from the  
viewpoint of the learner, and reminds us of the many familiar steps  
and skills that the new worker must be taught if he is to do the job  
correctly.

One thing more - the trainer is the boss. He decides how the job is  
to be done. There may be better ways to do it but job instruction  
is concerned only with training a man to do it your way.

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### THE DEMONSTRATION

Now how do we teach a man to do a job? By telling? That's right. By showing? Right also. Let's use those two methods to train a man. The job we will use today is the tying of a fire underwriter's knot. Many other jobs would do as well, but we will use this as an example because it is short, simple, and unfamiliar to most of us.

:  
: The following outline will call to your attention the procedure :  
: to follow, the type of questions to raise, and the kind of state- :  
: ments to make in connection with telling only, showing only, and :  
: correct instruction, including a detailed description of how to :  
: tie the fire underwriter's knot. A few short pieces of ordinary :  
: twisted lamp cord are needed for this demonstration. :  
:

#### Telling only

Have you ever tied an underwriter's knot? (Ask a person on your right).

I would like you to tie that knot for me. I'll tell you how.

Listen closely. (The following must be memorized).

1. Take a piece of ordinary twisted lamp cord.
2. Hold it vertically with your left hand, between the thumb and first finger, six inches from the end.
3. Untwist the loose ends, forming a V.
4. Straighten the loose ends between the thumb and first finger of the right hand.
5. Hold the wire at the beginning of the V.
6. Take the right hand loose end with the right hand, making a right hand loop, bringing the loose end across in front of the main strand.
7. See that this loop is about one inch in diameter and the stub protrudes to the left of the main strand about two inches.
8. Hold the wire at the junction of the loop and the main strand.

9. Take the other loose end with your right hand.
  10. Make a left hand loop. To make this loop, pull the loose end toward you, pass it underneath the stub, behind the main strand.
  11. Pass the loose end through the right hand loop, from the back to the front.
  12. Hold the ends evenly between the thumb and first finger of the right hand.
  13. Pull the knot taut, shaping it between the thumb and first finger of the left hand as it is pulled taut.
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- : Take cord from pocket, hand to member and ask him to tie it. After :  
: he tries (and fails) take cord, twist loose ends together, lay on :  
: table. :

Thank you for trying. Was it his fault or mine?

Telling alone is not enough. Much of our instruction is telling.

Thousands of workers are being told at this moment.

Many jobs are difficult - too complicated to describe in words.

Few of us can use the exact words necessary, anyhow.

Things we don't understand seem complicated when listening to words alone.

If the worker hasn't learned, the instructor hasn't taught.

#### Showing only

Showing is another method. Let's try that.

Do you know how to tie the knot? (Ask a person on your left.)

I would like you to tie it for me. I'll show you how. Watch closely.

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: Take cord from table and tie knot. Hand him another cord from :  
: your pocket. When he fails, take cord, twist into shape again, :  
: lay on table. (If he ties it, compliment him, and at once hand :  
: the cord to another). :

Thank you for trying. Was it his fault or mine?

Showing only is not good instruction.

He saw knot tied backwards. Most people don't "get it."

We copy motions without understanding. Many motions are hard to copy.

We can't translate what we see into what we should do.

Again - If the worker hasn't learned the instructor hasn't taught.

Correct instruction

Men can learn their jobs with enough telling or showing.

These are not sure and dependable methods.

There is a sure-fire method that really works.

We are going to take a look at this sure-fire method.

:  
: Select a member and explain the setting. (A person on the :  
: right). :  
:

I will be the foreman in an electrical shop.

He has been working in the yard.

He has been promoted to the electrical shop.

He is going to learn to assemble electrical equipment and

the first thing he is to learn is the tying of the fire

underwriter's knot.

Note the method of instruction, not job of tying knot.

:  
: Put on the demonstration in correct instruction. This must be :  
: done naturally and ad. lib., keeping in mind that everything you :  
: do will be needed later in explaining the four-step procedure. :  
: Do not hurry. Watch for the little details that can mean so :  
: much in good instruction. Practice this demonstration ahead of :  
: time. :  
:

## THE FOUR STEPS

- : Following the demonstration in correct instruction draw from the :
- : group and put on blackboard the things you did in putting on your :
- : demonstration. Get down the details of Step I and then label it :
- : Prepare the Worker. Do the same for the other 3 steps. :
- : :
- : Pass out a card or folder and review briefly the 4-step procedure. :
- : Tell them the card or folder is for them to keep and use. :

Following these four steps of good instruction will: save time -  
make work safer - reduce breakage - avoid waste - improve quality.

### How to Instruct

#### Step 1. Prepare the worker

Put him at ease - get his complete attention  
Explain what the job is - why it needs to be done  
Find out what he already knows about the job  
Get him interested in wanting to do it right  
Have him stand beside you facing the job

#### Step 2. Present the job

Go over the job one step at a time  
Tell, show, and explain each step  
Stress the key points - those things that will  
improve quality, prevent accidents, make work  
easier  
Don't try to cover too much at one time

#### Step 3. Try out performance

Have him do the job for you  
Have him show you and tell you why each step is done  
Have him explain the key points  
Ask him questions and correct any errors  
Continue until you know that he knows

#### Step 4. Follow up

Put him on his own  
Tell him to whom he should go for help  
Encourage him to ask questions about his work  
Keep in touch with what he is doing  
Be ready to help

### THE JOB BREAKDOWN

A job breakdown gives a clear picture of what you are going to teach. It is a note from yourself to yourself to help organize your thoughts and insure against omissions. It is necessary because:

1. We think we know a job when we really don't, or
2. We know it so well that we overlook the points that stump the new worker, or
3. We think we know it so well that we don't plan how to put it over to another.

These weaknesses, unfortunately, are almost universal.

In Step 2 you noticed "One step at a time" and "Stress key points."

Those steps and key points are the things the learner has to learn.

Let's break down this fire underwriter's knot into steps and key points.

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:  
: Use the blackboard to record the job breakdown for the under- :  
: writer's knot, as the group develops it. In the absence of a :  
: blackboard, think through the job breakdown with them, demon- :  
: strating it slowly step by step, point by point, with the lamp :  
: cord. Have them tell you the principal steps and the key points. :  
: Be sure that they know what a principal step is and what a key :  
: point is. :  
:

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#### Job Breakdown for Tying Fire Underwriter's Knot

##### Important Steps

##### Key Points

Any part of the operation when something happens to advance the work

Anything that might make or break the job, injure the worker, or make the work easier

1. Untwist and straighten
2. Make right hand loop
3. Make left hand loop
4. Put end through loop
5. Pull taut

six inches  
in front of main strand  
toward - under - behind  
from back to front  
ends even - knot snug

## THE APPLICATION

In order to make the total demonstration effective, the principles brought out through correct instruction on the underwriter's knot should also be applied to some marketing, farm, home, or office job. The job you used in the practice period of the 10-hour course will usually serve this purpose. It should be a practical job of interest to the group, and one that can easily be demonstrated in the meeting place.

Tell the group that you have this training job to do tomorrow and then monologue the job breakdown as you do the job, writing the steps and key points on the blackboard as you develop them. Call up another learner and put on correct instruction, using the four steps and the breakdown that is still before the group on the blackboard.

Conclude the meeting by commenting briefly on the points brought out on the back of the card or folder in regard to what needs to be done in preparation for a new worker.

If time permits there should be further group participation in making job breakdowns and a discussion of their importance.

If the meeting is to be followed by a practice period at a later date, instructions should be given in regard to it.